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ABSTRACT

This Fort Bend (Texas) social studies curriculum guide for fifth grade covers six six-week periods, and the 15 course outlines include the topics to be covered, the main goals and their supporting objectives, and a materials correlation key. The 15 topics include social studies skills, globes, maps, physical maps, street and road maps, leadership, Indians, exploration, colonization, a growing nation, Civil War, expanding nation, industrial might, world leader, and U.S. geography. An Objectives Correlation Key describes the decimal system used to distinguish between main and supporting objectives. Materials correlated within the outlines are "The United States and Its Neighbors" (Silver Burdett), "Global Skills Learning Center" (Cram), "Childcraft Encyclopedia" (World Book), "Texas Almanac" (Dallas Morning News), and "World Almanac" (Doubleday). The guide also contains sample assessment items for each objective presented under each topic. (DJC)

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SOCIAL STUDIES

CURRICULUM GUIDE

Grade Five

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F.B.I.S.D.

1985-86

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INTRODUCTION

This curriculum guide is designed by the Fort Bend ISD Curriculum Department with the assistance of classroom teachers.

In FBISD, a curriculum guide is a document that prescribes the content, materials and teaching sequence of a subject or course. While the given sequence should be followed, variances may occur, based on teacher judgment, when necessary to meet student needs and standardized testing dates. Teachers are expected to cover the objectives in a given subject or course because the objectives incorporate the essential elements.

PURPOSE OF CURRICULUM GUIDES

1. TO ASSIST TEACHERS IN PLANNING AND CONDUCTING EFFECTIVE INSTRUCTION THAT COMPLEMENTS THE HIGH YIELD LEARNING APPROACH IN FORT BEND INDEPENDENT SCHOOL DISTRICT.
2. TO ASSIST PRINCIPALS, COORDINATORS, DEPARTMENT HEADS, AND TEAM LEADERS IN EVALUATING CLASSROOM TEACHING AND THE RESULTS OF LEARNING.
3. TO PROVIDE CONSISTENT LEARNING STANDARDS FOR COURSES OFFERED IN FORT BEND INDEPENDENT SCHOOL DISTRICT.

COMPONENTS OF THE GUIDE

THE FOUR COMPONENTS IN FBISD CURRICULUM GUIDES ARE LISTED BELOW:

COMPONENT 1

COURSE OUTLINE

This component consists of a listing of the TOPICS that comprise the major content of the course and outline the semester and/or year's work. In addition to the topics of the course, the MAIN OBJECTIVES AND SUPPORTING OBJECTIVES of the course are delineated.

MATERIALS CORRELATION KEY

Code	Publisher	Title
S	Silver Burdett	The United States and Its Neighbors Student Text pages
STE	Silver Burdett	The United States and Its Neighbors Teacher's Edition pages
TA	Dallas Morning News	Texas Almanac
WA	Doubleday	World Almanac
WB	Silver Burdett	The United States and Its Neighbors Workbook

OBJECTIVES CORRELATION KEY

.00	Main objectives are in caps, identified as .00 objectives, and found at the top of a sequence of objectives. The main objectives state the general learning outcome of instruction.
.01, .02, etc.	Supporting objectives are listed below the main objectives and identified as .01, .02, .03, etc. objectives. These objectives indicate specific behaviors acceptable as evidence of the attainment of the main objectives.
B	Objective numbers that contain a B are Basic objectives. Basic objectives are taught and tested. Students should master Basic objectives.
D	Objective numbers that contain a D are Desirable objectives. Desirable objectives are taught to all students and are expected to be mastered by most students.
E	Objective numbers that contain an E are Enrichment objectives. Enrichment objectives are taught to most students with mastery expected of students who are capable of attaining higher levels of skills and concepts.
+	Objective numbers that contain a + are objectives tested on TEAMS.
*	Objective numbers that contain a * are objectives tested on ITBS.

SOCIAL STUDIES - GRADE FIVE
TOPICS

Social Studies Skills

FIRST SEMESTER

First Six Weeks

Globe
Maps
Physical Map
Street and Road Maps

Second Six Weeks

Leadership
Indians

Third Six Weeks

Exploration
Colonization

SECOND SEMESTER

Fourth Six Weeks

A Growing Nation
Civil War

Fifth Six Weeks

Expanding Nation
Industrial Might
World Leader

Sixth Six Weeks

U.S. Geography

MATERIALS CORRELATION KEY

Code	Publisher	Title
BLM	Silver Burdett	The United States and Its Neighbors Blackline Masters
C	Cram	Globe Skills Learning Center
CE	World Book	Childcraft Encyclopedia
CT	Silver Burdett	The United States and Its Neighbors Chapter Tests
OM	Silver Burdett	The United States and Its Neighbors Outline Maps

MATERIALS CORRELATION

A second part of component 1 is a MATERIALS CORRELATION which specifies the key materials for the course. These materials generally are the state-adopted textbooks. Available supplementary materials as well as materials that have been developed by the district expressly for the course may be referenced.

COMPONENT 2

ASSESSMENT

Sample assessment items for each six weeks are provided as clarifications of objectives and aids in the construction of teacher-made tests.

COMPONENT 3

SAMPLE LESSONS

The sample lessons reflect the district's HIGH YIELD TEACHING model. These lessons provide instructional guidelines based on the lesson cycle.

COMPONENT 4

EXPANDED MATERIALS CORRELATION

An expanded materials correlation ties resource materials (i.e., films, labs, kits, software) to the outline. This listing is pertinent to the successful attainment of the course objectives.

Note: Components 3 and 4 are not included in this document.

COURSE OUTLINE

Social Studies - Grade Five

OBJECTIVES	MATERIALS CORRELATION
SOCIAL STUDIES SKILLS	
Note: These objectives are to be used when appropriate throughout the school year.	
01.00 INVESTIGATES SOCIAL STUDIES SKILLS	
01.01B Locates information in reference works	
01.02B Sequences events on a timeline	WB 11, 20, 25, 29, 37, 39, 56, 59, 63, 78; BLM 18, 21, 27, 36, 39
* 01.03D Uses scales on bar and line graphs	WB 40, 58, 65, 74
* 01.04B Uses maps, charts, graphs and schedules to obtain information	S 25; WB 73, 95, 107 BLM 24, 33, 42, 48, 51, 54, 66, 69
01.05D Evaluates current magazines	
02.00 EVALUATES INFORMATION FROM VARIOUS SOCIAL STUDIES SOURCES	
02.01B Identifies source of information-- diary, journal, newspaper article, personal account, photograph, portrait	
02.02B Defines primary source	
02.03B Defines secondary source	
02.04B Classifies materials as primary or secondary	S 84, 134, 143
02.05E Judges the validity of the information	

COURSE OUTLINE

Social Studies - Grade Five — 1st Six Weeks

OBJECTIVES	MATERIALS CORRELATION
GLOBE	
03.00 DEMONSTRATES THE USE OF LATITUDE AND LONGITUDE LINES ON A GLOBE	
03.01B Identifies major lines of latitude and longitude--Prime Meridian, Equator, circles, tropics on a globe	C 11-16, 31-35
* 03.02B Determines direction north, south, east, west on a globe	C 8-11
03.03B Determines location of specific places in various parts of a world globe	C 11-16, 31-35
03.04D Gives the coordinates of places on a globe--Washington D.C., U.S.A.; London, England; Peking, China	C 11-16, 31-35
03.05E Compares location of places on a globe	
MAPS	
04.00 DEMONSTRATES THE USE OF LATITUDE AND LONGITUDE TO DETERMINE DIRECTION AND LOCATIONS ON A MAP	
04.01B Identifies major lines of longitude and latitude--Prime Meridian, Equator, Arctic and Antarctic circles on a U.S. map	S 8, 9; BLM 1, 2, 5, 8, 11, 14, 17, 20, 23, 26, 28, 32, 35, 41, 44, 47, 50, 53, 56, 59, 62, 64, 68
04.02B Determines direction of a place from lines of latitude and longitude on a U.S. map	See Above
04.03B Determines locations of specific places in various parts of U.S. on a U.S. map	See Above

* ITBS + TEAMS

OBJECTIVES			MATERIALS CORRELATION
	04.04D	Gives coordinates of places in the United States--Mobile, Alabama; Houston, Texas on a U.S. map	See Above
	04.05E	Determines direction of a place from lines of latitude and longitude on a world map	S 466-467
	04.06E	Gives coordinates of places in the world--Tokyo, Japan; London, England; Moscow, U.S.S.R.	

PHYSICAL MAP

*05.00	DEMONSTRATES THE USE OF A PHYSICAL MAP		
	05.01B	Defines contour lines	S 263
	05.02B	Compares contour lines	S 437
	05.03B	Explains the use of contour lines	
*	05.04B	Uses contour lines to determine elevation of given landforms	S 437
*	05.05B	Applies scale to determine distance from point to point within the U.S.	S 12-13; C 3-7, 17-20
*	05.06B	Recognizes the same area mapped at different scales	S 28, 19, 22; WB 75, 92, 81, 89, 93, 99, 105, 111, 117
*	05.07D	Compares distances and areas	
*	05.08B	Determines difference of distance between routes	
*	05.09B	Locates major geographical features of the United States	BLM 5, 7, 16-17 WB 76, 80, 82, 86, 88, 90, 92, 94, 98, 100, 106, 110, 112, 115, 120, 124, 126
	05.10E	Locates major seaports	
*	05.11B	Determines direction of river flow	
	05.12E	Makes a physical map of local area	

OBJECTIVES		MATERIALS CORRELATION
	STREET AND ROAD MAPS	
*06.00	DEMONSTRATES THE USE OF STREET AND ROAD MAPS	
* 06.01B	Uses a street map to find a location	S 20, 21; WB 7
06.02B	Uses mileage markings on a road map of U.S. to determine distance	S 20; WB 7
* 06.03B	Uses a mileage chart on a U.S. road map to find distance(s) between cities	S 22
* 06.04B	Defines map key	
* 06.05D	Uses a map key to interpret symbols	S 3-7, 17-20
* 06.06D	Uses a map key to locate places	
06.07E	Draws a street map and key of own community	

COURSE OUTLINE

Social Studies - Grade Five | 2nd Six Weeks

OBJECTIVES		MATERIALS CORRELATION
	LEADERSHIP	
07.00	DEMONSTRATES AN UNDERSTANDING OF DEMOCRATIC LEADERSHIP	
07.01B	Defines democracy	S 92
07.02B	Defines leader	
07.03B	Identifies leaders of democracy	S 111
07.04B	Identifies traits of democratic leadership	
07.05D	Exhibits traits of democratic leadership	
07.06B	Knows significant American leaders and their contributions to American history	WB 38, 43, 44, 66
08.00	DEMONSTRATES AN UNDERSTANDING OF AMERICAN RIGHTS	
08.01B	Explains basic rights and responsibilities of citizens	S 113, 141-143
08.02B	Identifies basic civic values of American society	WB 14 S 91, 106, 118, 123, 247
08.03B	Defines ethical and moral conduct	
08.04B	Follows standards of ethical and moral conduct	
08.05E	Explains basic rights guaranteed in the Bill of Rights and the Constitution	S 118-123
08.06B	Respects rights of others to behave in ways consistent with personal and societal value system	

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* ITBS + TEAMS

OBJECTIVES		MATERIALS CORRELATION
	INDIANS	
09.00	DEMONSTRATES AN UNDERSTANDING OF BASIC FACTS OF AMERICAN INDIANS	
09.01B	Lists facts about the home, food and culture of the American Indians	S 46-56
09.02B	Knows three major Indian regions--Woodlands, Plains, Southwest	S 50-57
09.03B	Lists Indian tribes which inhabited the three regions	S 50-57
09.04B	Lists the three regions' physical environment	S 50-57
09.05E	Compares home style, food and clothing of the three regions	S 50-57; TE 47
09.06E	Compares home style, food and clothing of three major Indian regions to the Texas Indian tribes	
10.00	DEMONSTRATES AN UNDERSTANDING OF DIFFERENCES AND SIMILARITIES BETWEEN NORTH AND SOUTH AMERICAN INDIANS	
10.01B	Lists three Central and South American Indian tribes	S 57-61
10.02B	Lists homes, food, culture of Central and South American Indians	S 57-61
10.03E	Compares home and food of the Indians	S 50-61
10.04E	Compares cultures of Indians	S 46-61
11.00	IDENTIFIES INDIAN'S CONTRIBUTIONS TO AMERICAN WAY OF LIFE	
11.01B	Lists Indians' contributions	S 49
11.02D	Explains importance of the Indians' contributions	S 49

COURSE OUTLINE

Social Studies - Grade Five — 3rd Six Weeks

OBJECTIVES	MATERIALS CORRELATION
EXPLORATION	
12.00 DESCRIBES THE EXPLORATION OF THE VIKINGS IN NORTH AMERICA	S 64-66
12.01B Defines Viking	S 64
12.02B Identifies contributions of the Vikings	
* 12.03D Draws the route of Vikings on world map	
13.00 IDENTIFIES THE CONTRIBUTION OF COLUMBUS	
13.01B Knows that Columbus was looking for Eastern trade route	S 68
* 13.02D Draws the routes of Columbus on a map	S 71
13.03B Knows Columbus opened new world for exploration	S 71
14.00 IDENTIFIES CONTRIBUTIONS OF SPAIN IN EARLY EXPLORATION	
14.01B Identifies Spanish explorers-- de Leon, Balboa, Magellan, Cortes, Pizarro, De Soto, Coronado	S 72-76; WB 23
14.02B Knows contributions of Spanish explorers	S 72-76; WB 23
* 14.03D Draws routes of each explorer on a map	S 74; WB 21- 22
15.00 IDENTIFIES CONTRIBUTIONS OF FRENCH, DUTCH, AND ENGLISH EXPLORERS IN NEW WORLD	
15.01B Identifies explorers looking for North-west Passage--Verrazano, Cartier, Champlain, La Salle, Marquette, and Jolliet (France); Hudson (Dutch); Cabot, Drake, Raleigh (England)	S 77-81; WB 23
15.02B Lists home countries of the explorers	S 77-81; WB 23

* ITBS + TEAMS

OBJECTIVES		MATERIALS CORRELATION
15.03B	Knows lands claimed by major French, Dutch, English explorers	S 77-81; WB 23
15.04E	Shows the claims made by various explorers on a map of North and South America	
15.05D	Labels routes of French, Dutch, English explorers	S 78; WB 21-22

COLONIZATION

16.00	DEMONSTRATES AN UNDERSTANDING OF THE COLONIZATION OF NORTH AMERICA	
16.01B	Lists those who colonized--London Company, indentured servants, Puritans, Pilgrims, Catholics, debtors, Quakers	S 84-101
16.02B	Gives major reasons for colonization in North America--freedom of religion, money, better lifestyles	S 84-101
16.03E	Compares reasons of various colonizers for colonization	
16.04E	Compares the similarities of each groups reasons for colonizing	S 84-101
17.00	IDENTIFIES MAJOR POLITICAL DOCUMENTS AND THEIR PURPOSES	
17.01B	Defines compact	S 88
17.02B	Gives reasons for Mayflower compact	S 88
17.03E	Makes a class compact	
17.04E	Summarizes the Mayflower compact	
18.00	DEMONSTRATES AN UNDERSTANDING OF AMERICAN POLITICAL AND GOVERNMENTAL ORGANIZATION	
18.01B	Defines Representatives	S 87

OBJECTIVES		MATERIALS CORRELATION
18.02D	Names two significant events occuring in Jamestown--right to make own laws and choose representatives	S 87
18.03E	Describes the House of Burgesses	
19.00	COMPARES LIFE IN THE NEW ENGLAND, SOUTHERN, AND MIDDLE COLONIES	
19.01B	Describes lifestyles in New England Colonies	
19.02B	Tells ways people made a living in the New England Colonies	
19.03B	Tells ways people made a living in the Middle Colonies	
19.04B	Tells ways people made a living in the Southern Colonies	
19.05D	Describes similarities and differences of the three colonial areas	
20.00	DEMONSTRATES AN UNDERSTANDING OF BLACK CULTURE TO AMERICAN LIFE	
20.01B	Gives reasons for slavery	S 95-98
20.02B	Defines plantation	S 95
20.03E	Describes life as a slave on plantation	S 95-98; WB 27

COURSE OUTLINE

Social Studies - Grade Five | 4th Six Weeks

OBJECTIVES		MATERIALS CORRELATION
	A GROWING NATION	
21.00	DESCRIBES THE CONDITIONS AND EVENTS THAT SURROUND THE DECLARATION OF INDEPENDENCE	
21.01B	Defines revolution	S 106
21.02B	Knows the War of Independence is also called the American Revolution	S 106
21.03B	Knows that taxation was to pay for war costs	S 106
21.04B	Defines "No taxation without representation"	S 106
21.05B	Describes events of Boston Massacre, Boston Tea Party, Intolerable Acts	S 108-109; WB 29
21.06E	Knows significance of the events of Boston Massacre, Boston Tea Party, Intolerable Acts	S 106-109
21.07D	Interprets the phrase ". . . the shot heard around the world"	S 111
21.08D	Lists the four major sections to Declaration of Independence	S 113; WB 30
21.09B	Knows significance of the Declaration of Independence	S 112-113
21.10E	Summarizes the Declaration of Independence	
22.00	DEMONSTRATES AN UNDERSTANDING OF THE EVENTS SURROUNDING THE CONSTITUTION OF THE UNITED STATES	
22.01B	Defines Articles of Confederation	S 118
22.02B	Defines constitution	S 118
22.03D	Describes the Constitutional Convention	S 118-119

OBJECTIVES		MATERIALS CORRELATION
22.04B	Gives reasons for the Constitution as found in the Preamble	S 121
22.05B	Defines separation of powers	S 119
22.06B	Lists three branches of government	S 119-120; WB 33
22.07D	Describes function of each of the three branches of government	S 121-122
22.08E	Compares the three branches of government	
22.09D	Describes reasons for a House and Senate	S 120
22.10D	Defines amendment	S 120
22.11D	Describes Bill of Rights	S 120, 122
23.00	DESCRIBES MAJOR HISTORICAL EVENTS IN THE EARLY PRESIDENTIAL TERMS	
23.01D	Describes three precedents set by Washington's presidency -- Cabinet, strong executive branch, two term tradition	S 128-129; STE 71
23.02B	Identifies the Louisiana Purchase	S 133
23.03D	Describes Jefferson's role in the Louisiana Purchase	S 133-135
23.04D	Describes the Lewis and Clark Expedition	S 133-135
24.00	DEMONSTRATES AN UNDERSTANDING OF THE WAR OF 1812	
24.01B	Lists the causes of the War of 1812	S 136-137
24.02B	Describes the events of the War of 1812	S 139
24.03B	Describes the historical significance of "The Star-Spangled Banner"	S 136

OBJECTIVES	MATERIALS CORRELATION
25.00 DEMONSTRATES AN UNDERSTANDING OF THE WESTWARD MOVEMENT	
25.01B Identifies the reasons for settling in areas of Texas, California, and Oregon	S 146-161
25.02D Knows significance of the Trail of Tears	S 141
26.00 DESCRIBES HOW TRANSPORTATION AND COMMUNICATION HAVE CONTRIBUTED TO ECONOMIC INTERDEPENDENCE WITHIN U.S.	
26.01B Lists four areas of growth in transportation--canals, roads, railroads, steam boats	S 147-148; WB 41
26.02B Describes results of better transportation--faster and cheaper goods	S 149
26.03D Knows that the United States is a "market" economy	S 149, 158, 178, 202-203, 208-209, 244-246
26.04E Describes the role of entrepreneurship in developing U.S. economic system	S 202-203, 208-209
27.00 DEMONSTRATES AN UNDERSTANDING OF BUYERS' AND SELLERS' REACTION TO PRICE AND MARKET	
27.01B Describes buyers' reaction to an increase or decrease in price	S 149, 158, 178
27.02B Describes sellers' reaction to an increase or decrease in supply	S 149, 158, 178
28.00 EXPLAINS WHY CONSERVATION OF ECONOMIC RESOURCES IS IMPORTANT	
28.01B Defines conservation	S 242
28.02B Defines resources	S 282
28.03B Identifies major economic resources in the United States	
28.04B Distinguishes between renewable and non-renewable resource	S 314, 391-392, 289-297, 376, 408-410, 335-337

OBJECTIVES		MATERIALS CORRELATION
29.00	EXPLAINS HOW WAYS OF WORK HAVE CHANGED OVER TIME	
29.01B	Describes Industrial Revolution	S 149
29.02B	Defines interchangeable parts	S 150
29.03B	Defines mass production	S 150

CIVIL WAR

30.00	KNOWS SIGNIFICANCE OF CIVIL WAR	
30.01B	Describes causes of the Civil War	
30.02B	Describes economic similarities and differences of Northern, Southern, and Western regions of U.S.	S 166
30.03B	Defines abolitionist	S 142, 168-169
30.04D	Describes an Underground Railroad	S 169
30.05B	Defines free and slave states	S 169
30.06D	Lists free and slave states	S 172; WB 45
30.07B	Defines secession	S 171
30.08D	Compares the similarities and differences between North and South	S 172
30.09B	Lists the roles of Lincoln, Davis, Grant, and Lee in the Civil War	S 171, 173
30.10E	Explains the importance of the Emancipation Proclamation	
30.11E	Locates important battle sites on a map	
31.00	DEMONSTRATES AN UNDERSTANDING OF POST CIVIL WAR RECONSTRUCTION	
31.01B	Defines sharecropping and crop lien	S 178

OBJECTIVES		MATERIALS CORRELATION
31.02D	Compares sharecropping and crop lien to economic conditions	S 178-179
31.03D	Defines Black Codes	S 179
31.04D	Infers the use of codes to gain back control of Blacks	
31.05D	Defines Carpetbaggers and Scalawags	S 180
31.06E	Explains the purpose of the Thirteenth, Fourteenth, and Fifteenth Amendments	
31.07E	Explains one accomplishment of Reconstruction government	

COURSE OUTLINE

Social Studies - Grade Five — 5th Six Weeks

OBJECTIVES		MATERIALS CORRELATION
	EXPANDING NATION	
32.00	DEMONSTRATES AN UNDERSTANDING OF PEOPLE SETTLING THE WESTERN U.S.	
32.01B	Identifies people settling in U.S.--pioneers, farmers, ranchers, miners, mountain men	
32.02E	Lists hardships of pioneers	S 186-189
32.03B	Defines "59ers"	S 189
32.04D	Knows barbed wire put an end to open range	S 190
32.05D	Defines homesteaders	S 191-192; WB 51
33.00	DESCRIBES RAILROAD DEVELOPMENT AND ITS RELATIONSHIP TO THE INDIANS	
33.01B	Describes transcontinental railroad	S 193-194
33.02E	Explains how and why the federal government aided in the building of the transcontinental railroad	
33.03B	Recognizes significance of railroads' opening west for settlers	S 195
33.04D	Relates warring Indians to the broken promises made to them	S 196-199
33.05E	Explains how the railroad affected the life-style of the Native Americans	
33.06E	Summarizes the significance of Custer's last stand	

OBJECTIVES		MATERIALS CORRELATION
	INDUSTRIAL MIGHT	
34.00	DEMONSTRATES AN UNDERSTANDING OF A CHANGING AGRICULTURE	
34.01B	Lists the development of machinery and science as aiding agriculture	S 202
34.02D	Knows that machinery and science helped farmers commercialize	S 202-204
34.03B	Defines commercial farming	S 204
34.04B	Tells the significance of the Grange	S 204-205
34.05E	Compares farming in the prairies and Great Plains with farming in the East	
35.00	DESCRIBES THE CAUSES OF THE UNITED STATES INDUSTRIAL GROWTH	
35.01B	Lists major inventors and their inventions--Bell, Edison, Carver	S 207-208; WB 56
35.02B	Lists three business leaders--Carnegie, Rockefeller, Morgan	S 208-210; WB 57
35.03D	Associates industrial leaders to the industries they built	S 208-210
35.04B	Defines immigration	S 212; WB 57
35.05B	Names causes for immigration to the United States	S 212
35.06D	Recognizes that industry helped to move people towards cities	S 214-217
35.07E	Lists causes of industrial growth--inventions, leaders, labor, capital, and resources	S 206-217

OBJECTIVES		MATERIALS CORRELATION
	WORLD LEADER	
36.00	DESCRIBES EVENTS THAT LEAD TO SPANISH-AMERICAN WAR	
36.01B	Identifies reasons for expanding into the Pacific	S 222
36.02E	Diagrams major overseas territorial acquisitions according to time and place	S 239
36.03B	Defines public opinion	S 225
36.04B	Explains meaning of "Remember the Main"	S 224-225
37.00	DESCRIBES EVENTS SURROUNDING WORLD WAR I	
37.01B	Defines neutral	S 228
37.02D	Lists countries as Allies or Central Powers	S 229
37.03B	Describes how people at home helped with war effort	S 229-230
37.04D	Describes League of Nations	S 230
37.05B	Identifies causes of U.S. involvement in World War I	S 228-230
37.06B	Describes results of World War I	S 228-230
38.00	DESCRIBES EVENTS SURROUNDING WORLD WAR II	
38.01B	Identifies causes of World War II	S 230-231
38.02B	Defines dictatorship	S 230
38.03B	Describes persecution	S 231
38.04D	Describes persecution of Jews	S 231
38.05D	Lists countries as Allies or Axis	S 231
38.06D	Describes events of Pearl Harbor	S 232

OBJECTIVES		MATERIALS CORRELATION
38.07B	Describes how Americans at home helped with war	S 233
38.08E	Compares and contrasts major effects of World War I and World War II	
38.09E	Differentiates between the attitude of the U.S. toward involvement in the League of Nations as opposed to the United Nations	
39.00	DEMONSTRATES AN UNDERSTANDING OF THE COLD WAR	
39.01B	Defines cold war	S 234
39.02B	Describes NATO	S 235
39.03B	Describes United States role of non-isolation	S 237
40.00	DEMONSTRATES AN UNDERSTANDING OF HUMAN RIGHTS	
40.01B	Defines Human Rights	S 247-248
40.02D	Describes Dr. King's peace movement	S 248
40.03D	Identifies significance of Dr. King's peace movement	S 247-249
40.04E	Explains how the struggle for human rights applies to many people	

COURSE OUTLINE

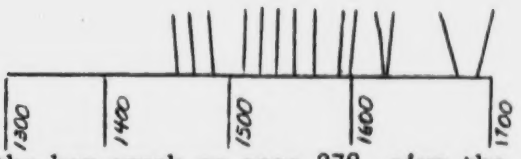
Social Studies - Grade Five | 6th Six Weeks

OBJECTIVES		MATERIALS CORRELATION
	U.S. GEOGRAPHY	
41.00	SUMMARIZES GEOGRAPHIC REGIONS OF THE UNITED STATES--Pacific, Mountain West, North Central, South Central, Southeast, Middle Atlantic, New England	
41.01B	Defines landforms	S 261
41.02B	Defines climates	S 268
41.03B	Defines geographical regions	S 254
41.04B	Describes the major landforms and climates of the seven regions of the United States	S 254-417; C 11-16, 31-35; WB 77, 83, 70, 90, 107
41.05D	Visualizes landscape features	S 262-265; WB 7 C 31-35
41.06D	Describes how the landforms and climate of the seven regions of the United States are similar and different	S 254-417
41.07E	Interprets maps and graphs that show precipitation and temperature in the United States	WB 95
41.08E	Explains the relationship of the Earth's rotation to climate and seasons	
41.09E	Labels the states of each region on a map	
41.10E	Labels major cities of each region on a map	
41.11E	Labels the physical features of each region on a map	
41.12E	Creates a relief map of geographic regions of the U.S.	

OBJECTIVES	MATERIALS CORRELATION
42.00 RELATES LIVING CONDITIONS TO LOCATIONS AND LAND FEATURES IN THE UNITED STATES	
42.01B Defines physical environment	
42.02B Describes how people have adapted to and modified the physical environment	S 146; S 266-267
42.03E Describes how the area of the U.S. in which they live affect their dress, recreational activities, foods, jobs and the population in the area	
43.00 UNDERSTANDS THE GEOGRAPHICAL INTERRELATEDNESS OF THE U.S. AND ADJACENT COUNTRIES	S 422-453
43.01B Identifies major landforms of United States on a map	S 470
43.02B Traces Rocky Mountain system North and South into Canada and Mexico on a map	WB 121, 124
43.03B Locates and labels rivers in Canada that flow into the United States	S 423, 427, 434 WB 121
43.04B Identifies natural boundries between countries formed by rivers or landforms	WB 121, 124, 127
43.05D Compares land regions that are similar in Canada, Mexico and South America	S 422-453

SAMPLE ASSESSMENT ITEMS

Social Studies - Grade Five

OBJECTIVES		MATERIALS CORRELATION
	SOCIAL STUDIES SKILLS	
01.01B	Find the entry of the Civil War in an encyclopedia.	
01.02B	List the names of explorers by the year in which they explored North America.	
		
01.03D	On the bar graph on page 278, give the number of tons produced by Kentucky.	S 278
01.04B	Give the time of arrival in New York of the bus leaving Dover at 5:30 a.m.	S 25
01.05D	Cut out an important article on U.S. - Soviet Union relations from a current magazine and answer the following questions: 1. Does the information appear to be accurate? 2. How reliable is the information?	
02.01B	A settler from the London Company wrote of his adventures. From where was this information taken? Circle the correct answer. Diary Journal Newspaper	S 84
02.02B	Finish the sentence: A primary source is _____.	

OBJECTIVES		MATERIALS CORRELATION
02.03B	Finish the sentence: A secondary source is _____.	
02.04B	The story on page 84 was written by a settler from the London Company. Is this a primary or secondary source? _____.	S 84
02.05E	Is the information from the journal accurate? Is it reliable? The information presented (is, is not) valid.	S 84

SAMPLE ASSESSMENT ITEMS

Social Studies - Grade Five — 1st Six Weeks

OBJECTIVES		MATERIALS CORRELATION
	GLOBE	
03.01B	Label the prime meridian, equator, circles, tropics on the globe.	C 11-16, 31-35
03.02B	Point to north, south, east, and west on the globe.	
03.03B	Using a globe, tell whether the colony is north, south, east, or west of Pennsylvania Virginia____ New Hampshire____ Rhode Island____ Georgia____	
	Using a globe, name the city at 75 W 40 N _____.	
03.04D	Using a globe, give the latitude and longitude coordinates of the following: Washington, D.C. London, England Peking China	
03.05E	Using a globe, give the latitude and longitude coordinates for New York City, N.Y. and Paris, France and compare the location of these places.	

OBJECTIVES		MATERIALS CORRELATION
	MAPS	
04.01B	Label the prime meridian, equator, circles, tropics on the map.	S 8-9, 14, 15 BLM 1, 2, 5, 8, 11, 14, 17, 20, 23, 26, 28, 32, 35, 41, 44, 47, 50, 53
04.02B	Using the map on pages 14-15, name the cities located at 75 W 40 N _____ and 150 W 40 N _____	BLM 56, 59, 63, 64, 68
04.03B	Using the map on pages 14-15, name the cities located at 90 W 30 N_____ and 90 W 35 N. _____.	
04.04D	Is Memphis NORTH, SOUTH, EAST, WEST from Houston?_____ Using the map on pages 14-15, give the latitude and longitude coordinates of the following: Mobile, Alabama Houston, Texas	S 14-15
04.05E	Tell whether the coordinates below are North, South, East or West of 115 W 95 N. 1) 120 W 98 N 2) 115 W 86 N 3) 100 W 98 N 4) 115 W 102 N	
04.06E	Write the coordinates for Tokyo, London and Moscow.	

OBJECTIVES		MATERIALS CORRELATION
	PHYSICAL MAP	
05.01B	Write the definition. A contour line is _____.	
05.02B	Using the map on page 437, which city is the higher elevation, Vancouver or Calgary?	S 437
05.03B	Answer the question in a complete sentence. Why are contour lines used?	
05.04B	Using the map on page 437, what is the elevation of the Columbia River?	S 437
05.05B	Using the scale in page 175, how far is it from Vicksburg to Atlanta?	S 175
05.06B	Using the map on page 466-467 find North America. On page 470-471, find North America. Do these two pictures show the same area? Which is the larger picture?	S 466-467, 470-71
05.07D	Which is closer to Vicksburg, Atlanta or Mobile? Use the scale on page 175.	S 175
05.08B	Using the map on page 71, how many miles did Columbus travel from Spain to Puerto Rico on his second voyage? How many miles did he travel from Spain to Puerto Rico on his fourth voyage? What was the difference in the miles traveled?	S 71
05.09B	Name the state in which the Mojave Desert is located. Use the map on pages 468-469.	S 468-469
05.10E	On an outline map of the U.S., label two major seaports.	

OBJECTIVES		MATERIALS CORRELATION
05.11B	On the map on page 468-469 tell the direction the Mississippi River flows.	S 468-469
05.12E	Construct a physical map of the local area.	

STREET AND ROAD MAPS

06.01B	Using the map on page 21, is Rock Springs located in E3? Yes No	S 21
06.02B	What is the distance between Buffalo and Glen Rock? Use the mileage markings on the map on page 21.	S 21
06.03B	On page 22, use the mileage chart to determine the distance between Dallas and New York. _____ miles	S 22
06.04B	Finish the definition. A map key tells _____	
06.05D	On page 17, what does the "P" stand for?	S 17
06.06D	On page 17, how many parking lots are found on the map?	S 17
06.07E	Draw a map of local area with a key.	

SAMPLE ASSESSMENT ITEMS

Social Studies - Grade Five | 2nd Six Weeks

OBJECTIVES | MATERIALS CORRELATION

LEADERSHIP

07.01B Complete the sentence. A democracy is _____.

07.02B Complete the sentence. A leader is _____.

07.03B Circle the names of leaders of a democracy.

Hitler
Jefferson
Washington

07.04B Which of the following are traits of democratic leadership? Put an X in front of the traits.

honesty
integrity
dark hair
dependable
impartial
prejudice
biased

07.05D Teacher observation

07.06B Name two significant American leaders' and their contributions to American history.

08.01B Write a short paragraph explaining the basic rights and responsibilities of citizens.

OBJECTIVES		MATERIALS CORRELATION
08.02B	Put an X by the basic civic values of American society. Obey laws Respect private property Deface public property Respect for constitution Respect for Bill of Rights	
08.03B	Write a definition of ethical and moral conduct.	
08.04B	Teacher observation	
08.05E	Write a short paragraph explaining the rights guaranteed by the Bill of Rights and the Constitution	S 118-123
08.06B	Teacher observation	

INDIANS

09.01B List 5 facts of the Indians under each heading of the chart below:

HOME	FOOD	CULTURE

09.02B Make a chart that shows the three American Indian regions.

09.03B On the above chart, list the Indian tribe under the region that they inhabited.

09.04B On the above chart, list the physical environment of each region.

OBJECTIVES		MATERIALS CORRELATION
09.05E	In a paragraph, list the similarities and differences between, home, food, and clothing of the American Indians.	
09.06E	In a paragraph, list the similarities of Indians studied to the Indians living in Texas.	
10.01B	Finish the sentence: The Central and South American Indians are the _____, _____ and _____.	
10.02B	Write a short paragraph describing the homes, food, and culture of Central and South American Indians.	
10.03E	List two similarities and two differences between the food and homes of North and South American Indians.	
10.04E	Write a short paragraph comparing the cultures of North and South American Indians.	
11.01B	Make a list of five items we have because of the American Indians.	
11.02D	Write a short paragraph explaining the importance of the American Indians' contributions.	

SAMPLE ASSESSMENT ITEMS

Social Studies - Grade Five | 3rd Six Weeks

OBJECTIVES		MATERIALS CORRELATION
	EXPLORATION	
12.01B	Finish the sentence. The Vikings are _____.	
12.02B	Place an X by contributions of the Vikings. Discovery of Greenland Spreading the news of discovery Settling Ireland	
12.03D	On an outline map of page 466-467, draw the route traveled by the Vikings to North America.	S 466-467
13.01B	Finish the sentence: Columbus was originally looking for _____.	
13.02D	On an outline map of page 71, draw the routes of Columbus.	S 71
13.03B	Circle Yes or No. Did Columbus open up the New World for exploration?	
14.01B	From a list of early explorers write "Spanish" after those who explored for Spain. Balboa — La Salle Drake — DeSoto Cortes — Magellan	
14.02B	Draw a line from each Spanish explorer to his contribution. Balboa — Named Pacific Ocean Magellan — Conquerer of Aztecs Cortes — Discovered South Sea	

OBJECTIVES		MATERIALS CORRELATION
14.03D	On an outline page 74, draw and label the routes taken by Spanish explorers.	S 74
15.01B	From a list of early explorers, circle those who were looking for a Northwest Passage. Cartier LaSalle Coronado Champlain Drake Hudson	
15.02B	Write the home country of each explorer. Cartier_____ La Salle_____ Drake_____ Hudson_____	
15.03B	On a map of page 78, label the areas claimed by France, Spain, England, and Holland.	S 78
15.04E	On a map of page 74, label the explorers by the areas they explored.	S 74
15.05D	On a map of page 74 and 78, label the routes as being explored by French, Dutch, Spanish, or English explorers.	S 74, 78

COLONIZATION

16.01B	List three groups of people who colonized North America.
16.02B	List two reasons for colonizing North America.
16.03E	List the similar reasons for colonizing.

38

OBJECTIVES		MATERIALS CORRELATION
16.04E	Write a short paragraph of the similarities of each group for colonizing North America.	
17.01B	Finish the sentence. A compact is a/an _____.	
17.02B	List two reasons for the Mayflower Compact.	
17.03E	Construct a class compact.	
17.04E	In a paragraph summarize the Mayflower Compact.	
18.01B	Complete the sentence. A representative is _____.	
18.02D	List the two significant events that took place in Jamestown.	
18.03E	Complete the sentence. The House of Burgesses was _____.	
19.01B	Write a paragraph describing the life-style of New England.	
19.02B	Write a paragraph telling the ways people made a living in New England colonies.	
19.03B	Write a paragraph telling the ways people made a living in the Middle colonies.	
19.04B	Write a paragraph telling the ways people made a living in the Southern colonies.	

OBJECTIVES		MATERIALS CORRELATION
19.05D	Write a paragraph describing the similarities and differences between the three colonial areas.	
20.01B	Lists two reasons for slavery.	
20.02B	Complete the sentence. A plantation is a _____.	
20.03E	In a short paragraph tell what life as a colonial slave was like.	

SAMPLE ASSESSMENT ITEMS

Social Studies - Grade Five | 4th Six Weeks

OBJECTIVES | MATERIALS CORRELATION

A GROWING NATION

21.01B Complete the sentence.

A revolution is _____.

21.02B Write another name for the War of Independence.

21.03B Finish the sentence. The purpose of taxation was to _____.

21.04B What is the meaning of "No taxation without representation"?

21.05B In a paragraph describe the events that took place during each of the following:

Boston Massacre, Boston Tea Party, Intolerable Acts

21.06E What was the importance of each of the following?

Boston Massacre, Boston Tea Party, Intolerable Acts

21.07D What is the meaning of the phrase "... the shot heard round the world"?

21.08D List the four major sections of the Declaration of Independence.

21.09B In a paragraph, tell the significance of the Declaration of Independence.

OBJECTIVES		MATERIALS CORRELATION
21.10E	In a paragraph describe the main ideas of the Declaration of Independence.	
22.01B	Finish the sentence. The Articles of Confederation were _____.	
22.02B	Complete the sentence. A constitution is a _____.	
22.03D	Tell what happened at the Constitutional Convention.	
22.04B	After reading the Preamble on page 121, list three reasons for the Constitution.	S 121
22.05B	What is the meaning of Separation of Powers?	
22.06B	Write the three branches of the U.S. Government.	
22.07D	In a short paragraph tell the purpose of each of the three branches of government.	
22.08E	In a paragraph tell how each branch works with the others.	
22.09D	Tell the reason for the formation of a House and a Senate.	
22.10D	What is an amendment?	
22.11D	In a short paragraph describe the Bill of Rights.	

OBJECTIVES		MATERIALS CORRELATION
23.01D	List the three precedents set by Washington during his term as President.	
23.02B	On an outline map, color in the area known as the Louisiana Purchase.	
23.03D	In a short paragraph tell the role Jefferson played in the Louisiana Purchase.	
23.04D	In a short paragraph tell about the expedition of Lewis and Clark.	
24.01B	List two causes of the War of 1812.	
24.02B	In one or more paragraphs, describe events that took place during the War of 1812.	
24.03B	In a paragraph tell the historical importance of the "Star-Spangled Banner."	
25.01B	Circle the reasons people settled in Texas, California, and Oregon. Gold Land Factories Jobs Silver Weather	
25.02D	In a paragraph tell what the "Trail of Tears" was.	
26.01B	List the four new means of transportation.	
26.02B	List the results of having better transportation.	

OBJECTIVES		MATERIALS CORRELATION
26.03D	Finish the sentence. If the demand for an item increases the price will _____.	
26.04E	In a paragraph tell who is able to have a business in the U.S. and why.	
27.01B	Finish the sentence. If prices go down a buyer will_____.	
27.02B	Finish the sentence. If a store owner has a large supply of one item the price will _____.	
28.01B	Write the definition. Conservation is _____.	
28.02B	Complete the sentence. A resource is _____.	
28.03B	Circle the major resources of the U.S. Wood Oil Coal Copper	
28.04B	Circle the renewable resources and put an X on those that are non-renewable. Paper Glass Coal Plastic	
29.01B	In a short paragraph tell about the Industrial Revolution.	
29.02B	Complete the sentence. Interchangeable parts are _____.	

OBJECTIVES		MATERIALS CORRELATION
29.03B	Complete the sentence. Mass production is _____.	

CIVIL WAR

30.01B	Tell in a paragraph the major cause of the Civil War.	
30.02B	In a paragraph tell the economic similarities and differences of the three U.S. regions.	
30.03B	Complete the sentence. An abolitionist is one who _____.	
30.04D	Describe in a paragraph what the Underground Railroad was.	
30.05B	Tell the meaning of free and slave states.	
30.06D	List the free states and the slave states.	
30.07B	Finish the sentence. Secession is when _____.	
30.08D	Make two lists. One showing similarities and the other showing differences between North and South.	
30.09B	Tell the role each of the following had during Civil War: Lincoln, Davis, Grant, Lee	

OBJECTIVES		MATERIALS CORRELATION
30.10E	Tell about the importance of the Emancipation Proclamation.	
30.11E	On a map, label the important battle sites.	
31.01B	Write the definition. Sharecropping and crop lien are when _____.	
31.02D	Which method is best used if you have no land to start farming?	
31.03D	Complete the sentence. Black Codes were _____.	
31.04D	In a paragraph tell the purpose for the Black Codes.	
31.05D	Write the definition for Carpetbaggers and Scalawags.	
31.06E	In three paragraphs explain the 13th, 14th and 15th Amendments.	
31.07E	In a short paragraph describe one accomplishment of the Reconstruction.	

SAMPLE ASSESSMENT ITEMS

Social Studies - Grade Five | 5th Six Weeks

OBJECTIVES | MATERIALS CORRELATION

EXPANDING NATION

32.01B List five groups of people settling in U.S..

32.02B List four hardships faced by pioneers.

32.03B Complete the sentence.

The "59ers" were _____.

32.04D Finish the sentence.

The open range was stopped by the use of _____.

32.05D Give the definition.

Homesteaders were _____.

33.01B In a short paragraph tell what the Transcontinental Railroad was.

33.02E In a short paragraph tell why the Federal Government aided in building the Trancontinental Railroad.

33.03B Circle those below that were helped by the railroad.

Safer traveling Better farming

Better communication Longer vacation

33.04D In one or two paragraphs, tell why American Indians were on the war path.

33.05E Tell how the railroad affected the life of the Indians.

OBJECTIVES

MATERIALS CORRELATION

33.06E Describe in a papagraph Custer's last stand and its significance.

INDUSTRIAL MIGHT

34.01B List the two things that most aided the development of agriculture.

34.02D Finish the sentence.

The two things that helped farmers commercialize were _____. and _____.

34.03D Complete the definition.

Commercial farming is _____.

34.04B In a paragraph tell how the Grange helped farmers.

34.05E Describe farming methods of prairies and Great Plains to Eastern farms.

35.01B List three major inventors and their inventions.

35.02B List the three business leaders of this period.

35.03D Match each industrialist to his industry by drawing a line.

Carnegie	Oil
Rockefeller	Banking
Morgan	Steel

35.04B Complete the sentence.

Immigration is _____.

OBJECTIVES		MATERIALS CORRELATION
35.05B	List four reasons for immigration to the U.S..	
35.06D	In a paragraph tell how industry made it possible for people to move into cities.	
35.07E	List the five reasons for industrial growth in the U.S..	

WORLD LEADER

36.01B	Circle reasons for expanding into the Pacific: Gold Land Supplies Trade	
36.02E	Make a diagram showing the date of U.S. territory acquisitions.	
36.03B	Give the definition. Public opinion is _____.	
36.04B	What is meant by "Remember the Main"?	
37.01B	Complete the sentence. Neutral is _____.	
37.02D	List the European countries of 1914 as Allies or Central Powers.	
37.03B	In a short paragraph tell how people at home helped with the war effort.	
37.04D	Finish the sentence. The League of Nations was _____.	

OBJECTIVES

MATERIALS CORRELATION

37.05B Circle reasons for the U.S. involvement in W.W. I.

U.S. wanted land wanted gold

angry with sinking ships

37.06B In a paragraph tell the results of World War I.

38.01B Finish the sentence.

The U.S. was driven into World War II by the _____.

38.02B Complete the sentence.

A dictatorship is when _____.

38.03B Finish the sentence.

Persecution is when _____.

38.04D In a short paragraph tell of the persecution of Jews in Germany.

38.05D List the European countries of 1941 as Axis or Allies.

38.06D In a short paragraph tell events at Pearl Harbor.

38.07B In a paragraph tell how the people at home helped in the war effort.

38.08E Write about the similarities and differences between WWI and WWII.

38.09E In a paragraph tell about the attitude of the U.S. towards the League of Nations and the United Nations.

OBJECTIVES		MATERIALS CORRELATION
39.01B	Finish the sentence. The Cold War was a war in which _____.	
39.02B	In a paragraph describe the purpose of NATO.	
39.03B	Complete the sentence. The United States role of non-isolation is to _____.	
40.01B	Give the definition. Human rights are _____.	
40.02D	In a paragraph tell of Dr. King's peace movement.	
40.03D	List three results of Dr. King's peace movement.	
40.04E	In a paragraph tell how the struggle for human rights applies to all people.	

SAMPLE ASSESSMENT ITEMS

Social Studies - Grade Five | 6th Six Weeks

OBJECTIVES | MATERIALS CORRELATION

U.S. GEOGRAPHY

41.01B Give the definition.

Landforms are _____.

41.02B Complete the sentence.

Climate is the _____.

41.03B Finish the sentence.

A geographical region is _____.

41.04D List each of the seven regions of the U.S. across the top of your paper. Under each, list each regions major landforms and climate.

41.05D On a map of your own region and show five landforms.

41.06D Group the regions of the U.S. together according to their similarities and differences in landforms and climate.

41.07E Using a graph showing precipitation, find the city with the least amount of rainfall.

41.08E In a paragraph tell how the Earth's tilt and rotation affects climate and seasons.

41.09E On a U.S. map, label each state of the seven U.S. regions.

OBJECTIVES		MATERIALS CORRELATION
41.10E	On a map of a given region, label the major cities.	
41.11E	On a map of a given region, label the major landforms.	
41.12E	For a given region of the U.S. make a relief map.	
42.01B	Complete the sentence. The physical environment is _____.	
42.02B	In a paragraph tell how people have changed the environment to fit their needs.	
42.03E	In a paragraph tell how the area in which we live affects our lives.	
43.01B	On a map of the U.S. label the major landforms.	
43.02B	On a map of the Americas, shade in the extent of the Rocky Mountains.	S 422, 438 WB 121, 128
43.03B	On a U.S. and Canada Map, color and label rivers that are in both countries.	S 423, 427, 434 WB 121
43.04B	On an American map, label the natural boundaries.	S 422, 438, 428, 441 WR 121, 124, 127
43.05B	On a map of the Americas, shade in all the plains areas.	422-453

DEAR PARENT:

HOW DO YOU HANDLE H O M E W O R K AT YOUR HOUSE?

THE POSITIVE APPROACH?

"You can do it!"
"You have the potential!"
"Just apply yourself. Try harder!"

BEGGING, PLEADING AND AN OCCASIONAL BRIBE?

"I'll give you $$$$ for every A!"
"If your grades are good, we can talk about cars."

PUNISHMENT?

"You may not use the phone!"
"No T.V."
"You're not going ANYWHERE for six weeks!"

ALL OF THE ABOVE?

And are you still looking for the right answer?

THE STUDY POWER PLAN MAY BE JUST RIGHT FOR YOU!